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ABSTRACT

A decision to establish a Vietnamese People's Open University (VIPOU) was made in 1988. This report is the result of a visit to Vietnam by a consultant who was asked to make an initial survey, report on the implications of the decision, and distribute the report. The report includes five sections and four appendices. Section 1 describes the tasks designated for the consultancy. Section 2 provides the itinerary and schedule for the consultancy. Section 3 describes the background of the distance education system in Vietnam. Section 4 describes the establishment of the VIPOU. Section 5 presents 9 recommendations, including establishing an overseas coordinating center in a country with direct online communication and diplomatic links with Hanoi; seeking financial support from international bodies, national development and aid agencies, and distance education institutions; establishing an institutional plan with a detailed needs analysis in 1989 for establishing a self-funding VIPOU; seeking support for a workshop on distance education techniques for VIPOU staff in order to create a group familiar with distance education techniques used internationally; seeking assistance for the purchase and installation by 1990 of an audiovisual production studio in Hanoi; training audiovisual technicians; seeking international support for written support material and equipment for provincial and industrial distance education centers; establishing professional contacts with overseas distance education institutions; and requesting scholarships for distance educators. The appendices list the consultant's interviews, describe the distance education centers visited, provide distance education statistics, and list needed audiovisual equipment. (CML)

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VIETNAMESE PEOPLES OPEN UNIVERSITY (VIPOU)

Report on a Consultancy to
The Department of Distance Education
Ministry of Higher Education, SR Vietnam

by
GEOFF ARGER

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RESUME

Preamble

The Department of Distance Education in SR Vietnam has been involved in organising the offering of distance education courses since 1960. Most of these courses are offered by academics from traditional education institutions travelling to distance education centres where face-to-face teaching occurs.

A decision to establish a Vietnamese People's Open University (VIPOU) was taken in 1988. VIPOU will be based on the existing Department of Distance Education and the Institute for Management Cadres infrastructure. This new institution will continue to organise distance face-to-face teaching but will also produce associated distance education teaching material based on print, audio and video mediums.

It is recognised, however, that SR Vietnam has had little or no experience in producing print, audio or video distance education teaching material. Indeed, other than limited contact in workshops organised through the good offices of UNESCO PROAP there has been no interaction with distance education development elsewhere. Subsequently the consultant was asked to visit Vietnam to make an initial survey, report on the implications of the decision to establish VIPOU and distribute that report to possible interested agencies and institutions.

Recommendations

1. Establish an overseas coordinating centre in a country with direct on-line communication and diplomatic links with Hanoi.

2. Seek financial support from international bodies such as UNESCO, FAOUN; national development and aid agencies such as IDRC, CDLDC, JICA, British Council, AIDAB; and distance education institutions like UNE and STOU for the following recommendations.

3. Establish an institutional plan with a detailed needs analysis in 1989 for the establishment of a self funding (within five years) VIPOU.

4. Notwithstanding the merits of recommendation 3, seek support for a two/three week workshop late in 1989 on distance education techniques for VIPOU staff and staff in universities and colleges associated with distance education to produce an Orientation Kit for Distance Educators in Vietnam and create a group of distance educators familiar with the distance education techniques used internationally.

5. Seek assistance for the purchase and installation by 1990 of an audio-visual production studio in Hanoi.

6. In 1990/1991 train audio-visual technicians maybe in cooperation with the ILO CREDEPRO project, and seek funding for the training in Vietnam and overseas of audio-visual production staff.

7. Seek international support for the resourcing of provincial and industrial distance education centres, including foreign language centres, both in terms of written support material and equipment.

8. Establish professional contacts with overseas distance education institutions to establish ongoing inter-institutional cooperation.

9. Request AIDAB to allocate 2 or 3 places for distance educators out of the 40 scholarships they allocate each year to Vietnamese English Language teachers.

1. TERMS OF REFERENCE

The terms of reference as designated by the Department of Distance Education, Ministry of Higher Education SR Vietnam were to undertake a consultancy mission to the Department of Distance Education to achieve the following tasks:

a. Advise the Department of Distance Education on strategies and policies in distance education.
b. Conduct staff development workshops on distance teaching techniques in Hanoi and Ho Chi Minh City.
c. Prepare a detailed report on the present situation in distance education in SR Vietnam and on the future implications of the establishment of a Vietnamese People's Open University (VIPOU).
d. Use the report to solicit appropriate international support for the establishment of VIPOU.

2. CONSULTANCY MANAGEMENT AND ORGANISATION

2.1 The consultant followed the itinerary and schedule set out below.

Friday	26/8	Arrival in Hanoi-preliminary discussion with Department of Distance Education executive.
Saturday	27/8	Visit to Da River Hydropower Plant Distance Education Centre and Civil Engineering College.
Sunday	28/8	Visit Industrial Design College of Hanoi. Briefing by executive of both the Department of Distance Education and the Institute for Management Cadres.
Monday	29/8	Depart for Quang Ninh Province. Visit Anh Hong pottery and ceramics Co-op. Visit Dong Thanh pottery and porcelain Co-op. Visit Distance Education Centre of Quang Ninh Province. Dinner with Quang Ninh Province People's Committee President. Overnight Halong Bay Hotel.
Tuesday	30/8	Visit Halong Bay. Visit Distance Education Language Centre, Haiphong.
Wednesday	31/8	Seminar on distance education techniques for Rectors, Vice-Rectors of universities, polytechnics and colleges involved in distance education, Directors of Distance Education Centres, Directors and Deputy Directors of Provincial Distance Education Centres, Department of Distance Education staff and Deans of Faculties teaching by distance education in the northern provinces. Visit Hanoi Foreign Language Centre.
Thursday	1/9	Travel to Ho Chi Minh City. Briefing by executives of Hochiko Department of Distance Education and the Institute for Management Cadres executives in the southern provinces.
Friday	2/9	Travel to Vungtau.
Saturday	3/9	Depart for Cuulong Province. Visit Cuulong Distance Education Centre. Visit a rambutan farm as example of agricultural extension distance education.

Dinner with Provinical People's Committee Vice President.
Overnight Cuulong Hotel.

Sunday	4/9	Depart for Ho Chi Minh City. Visit Tien Grang/Long An/Ben Tre Transprovincial Distance Education Centre.
Monday	5/9	Seminar on distance education techniques for Rectors, Vice-Rectors of universities, polytechnics and colleges involved in distance education, Directors of Distance Education Centres, Directors and Deputy Directors of Provincial Distance Education Centres, Department of Distance Education staff and Deans of Faculties teaching by distance education in the southern provinces. Visit Ho Chi Minh City Institute of Management Cadres. Visit ILO CREDEPRO industrial training project.
Tuesday	6/9	Depart for Bangkok/Singapore/Sydney.

2.2 During visits the consultant was accompanied in the north by the Deputy Director of the Department of Distance Education, Mr Quang and Mr Ngoc of the Institute of Management Cadres; and in the south by the Director of the Department of Distance Education Mr Tan, and Ms Hoa from the Ministry of Higher Education. Regular debriefing sessions for the consultant occurred during these visits.

2.3 The consultant acknowledges gratefully that Mr Tan and the staff of the Department of Distance Education, the Institute of Management Cadres, and the Ministry of Higher Education made all the necessary arrangements for the execution of a successful consultancy. He records his thanks to all staff for their cooperation, the hospitable welcome and courtesy given to him by them, as well as by the Provincial People's Committees he met throughout the consultancy.

3. BACKGROUND TO THE DISTANCE EDUCATION SYSTEM IN VIETNAM

3.1 At present the formal education system in Vietnam, from the higher level to the secondary vocational level, operates within the following constraints:

- the demand for education of people cannot be met, every year the number of students admitted to institutions of higher learning represents only 10% of school leavers;
- a significant number of university graduates do not wish to work in rural areas, so there is a shortage of technicians, medical doctors, teachers, etc. in these areas;
- the duration of post secondary training courses is five or six years and often the content of the teaching programme is not linked with national needs and objectives. The reform process has been impeded by outmoded understanding of education and outdated institutional regulation;
- the system is biased against women and mothers; and
- women in the workforce find entry to further education difficult.

3.2 Fifty-three universities and seventy-three secondary vocational colleges have started running courses by distance education. However, the curricula and teaching methods of these courses are a continuation of the formal education courses; so they may not always suit the students who are of older age and who work and study at the same time. The dominant factor in this system is that lecturers go to regional distance education centres for concentrated periods of time to give face-to-face lectures. Some print material and assignments are left with students for them to work on in between visits. No specific distance education teaching material is produced. Therefore the enrolment ceiling is low, the range of courses is limited and the dropout rate is 50%. Rectors of participating colleges are often too busy managing on-campus courses to pay much attention to

correspondence courses, and they are not inclined to upgrade the content and method of teaching in correspondence course because of the time and labour needed.

3.3 Most universities and colleges of SR Vietnam are concentrated in the two big cities: Hanoi (northern Vietnam) and Ho Chi Minh City (southern Vietnam). In thirty-three of forty provinces there is no university. Students learning at a distance have to go a long way to reach the colleges where face-to-face teaching is provided. Many cannot afford the time and costs involved and eventually drop out.

3.4 Since 1975 the established provincial centres of distance education have been characterised as follows: provincial centres of distance education are set up by the People's Committee of the province and recognised by the Ministry of Higher Education; financial allocation, petrol and cars are mainly provided for by the provincial People's Committee; the enterprises and cooperatives that send staff members to Distance Education Centres also contribute financially; the Centre has a Director, teaching staff and assistants who assume the task of monitoring or giving teaching assistance.

The tasks of the Centres are to:

- organise the courses in terms of recruitment, the teaching plan, supervision of students, signing contracts with universities for provision of teachers, etc.;
- make accommodation arrangements for teachers and students during periods of face-to-face teaching and examination sessions etc.; and
- request universities to run courses in a number of subjects, and to hold extra tutorial sessions for students if qualified teachers are available.

The teaching and organisation of examinations and the setting up of graduation examination commissions are assumed by the universities (which have signed contracts with centres).

Currently there are twenty-six provincial centres and many study points in other provinces and districts.

Foreign language teaching is heavily motivated by the need for up-to-date technological and pedagogical information found in foreign language text books and by the need for visits to and from foreign experts. In many localities foreign language courses are run at 3 levels, A-B-C (starting from A level). Some of them are held in the evenings, others in the afternoons or on Sunday mornings. Languages taught are Czech, English, French, German, Portugese, Russian, etc. Language courses are organised in provinces by the Centres of Distance Education and in the cities by centres specialising in service language training.

There are several Distance Education Centres in industrial areas such as:

- Da River power plant;
- Hongai coal mine;
- Thai Nguyen iron-steel factory; and
- Laokai Apatit mine, etc.

3.5 The network of distance education faculties in universities as well as provincial distance education centres is supervised and monitored by the Department of Distance Education according to established principles and practices. The achievements of distance education in Vietnam have been immense. Nevertheless, the distance education system in Vietnam has not been able to meet demand in the number of enrolled students and quality of training due to the following, among other, factors:

- there is no centre which is responsible for designing the teaching syllabuses, for producing teaching materials (at low cost) to be delivered quickly and regularly to the learners;
- there is no centre responsible for producing audio-visual educational materials (eg audio and video tapes, slides...); and

- there is no professional distance education centre which carries out surveys, collection and translation of materials on distance education, and at the same time provides staff development courses for teachers and management staff.

To address the problems mentioned above, the Ministry of Higher Education intends to set up a Vietnam People's Open University (VIPOU). This has been approved by the Central People's Committee of SR Vietnam. It is intended to use the Institute for Management Cadres as a basis for this development. The Director of the Department of Distance Education has been appointed Director of the Institute for Management Cadres and will be the Interim Rector of VIPOU.

4. ESTABLISHMENT OF THE VIPOU

4.1 VIPOU will be run by a cooperative effort between the state and people's organisations such as the Cooperative Peasantry Association, the Youth Union, the Trade Union, family enterprises, cooperatives, private companies and families of students themselves.

The state will recognise the right of VIPOU to enrol, organise courses, award certificates and degrees. The state will pay salaries to the full time staff of the Open University, provide partial subsidy of activities and part of the premises which are already available in the Institute of Management Cadres. Students, or their workplace, will pay partial fees.

Other expenses will be covered by VIPOU itself. Thus, to operate effectively it has to seek financial contributions and assistance from other people's organisations, from Vietnamese living abroad, from international organisations, and foreign countries.

4.2 The target learner group will be:

- government employees;
- workers of state factories and private enterprises;
- farmers in cooperatives, other individuals living in rural areas;
- youth volunteers who have worked in new economic zones;
- young people, students in towns; and
- females in all localities.

4.3 The tasks of the VIPOU will be:

- to provide distance education courses upon request from approved groups or units, provinces, districts, industrial zones, ensuring a close linkage between the teaching content and needs;
- to organise several courses which identified the first stage of the university study program (including fundamental sciences subjects in the 1st and 2nd year of undergraduate study). These courses will be organised by correspondence and taught by a variety of media including television. VIPOU will have responsibility to define the objectives, to design curricula, to produce educational audio-visual materials whilst the state television company is responsible for broadcasting on a separate channel (the program is expected to start in 1989-1990).
- to design materials, to produce teaching aids and audio-video tapes to be sent to the radio and TV corporation of the state and of localities as well as to distance education centres;
- to play a leading role and act as a catalyst for the entire distance education system of Vietnam in a whole range of activities, viz:
  - implementation of experimental training programs;
  - production of video tapes and slides used for teaching and learning purposes;
  - organisation of professional refresher courses to upgrade knowledge and skills of teaching and management staff of distance education centres, distance education faculties in formal universities and colleges; and

- survey, translation and dissemination of materials on distance education from UNESCO, of Open Universities and distance education institutions in other countries.

4.4 The structure and activities of VIPOU are as follows:

VIPOU will not have a complete faculty of teachers such as an on-campus university; its central staff will be comparatively small, 430 full-time staff including those in the thirty-eight provinical centres, and will consist of a student services organisation, a group which monitors teaching material development, production personnel and a few full-time instructors. These may be:

- interested teachers working in on-campus education;
- a number of teachers who are on pension but have a lot of pedagogical experience and capabilities; and
- specialists, researchers working in different research institutions but who are capable of teaching.

Different forms of teaching and syllabuses will be organised according to the following criteria:

- flexibility and diversity;
- simplicity with a realistic application;
- close linkage with specific socio-economic conditions and particular needs of localities and enterprises; and
- combination of various forms of instructions, such as face-to-face teaching, point-based self study, use of audio-video tapes and study through practical application.

VIPOU at present has two bases, one in Hanoi (Building B Bach Khoa, Hai Ba District, Hanoi) and one in Ho Chi Minh City (97 Vo Van Tan, Ho Chi Minh City).

Conclusion

The Distance Education system in Vietnam was established in 1960. It has achieved great success and made a significant contribution to Vietnam's economic development but has faced, and is facing, many difficulties and drawbacks.

There is a functional network of distance education centres both in the north and the south; within this network there is an impressive array of foreign language centres.

The appearance of VIPOU as a central body responsible for the development of the entire distance education network in the country has marked a historical turning point in the education for the people movement. With the assistance of interested parties distance education will be able to make a more significant contribution than before to the education of all sections of the Vietnamese community.

5. RECOMMENDATIONS

1. Establish an overseas coordinating centre in a country with direct on-line communication and diplomatic links with Hanoi.

Communications between SR Vietnam and other countries are somewhat problematic. It is important to have clear, quick postal and telecommunication links if international aid is to be sought and received. This recommendation should allow international aid procedures to progress until improvements in SR Vietnam communications are improved. A developed country in the region with a long tradition of distance education may be worthwhile consideration. Another possibility is to come to some arrangement with UNDP which has extensive facilities in Hanoi.

2. **Seek financial support from international bodies such as UNESCO, FAOUN; national development and aid agencies such as IDRC, CDLDC, JICA, British Council, AIDAB; and distance education institutions like UNE and STOU for the following recommendations.**

   This recommendation is deliberately broad as the assistance sought is wide-ranging. It is not exhaustive but is intended to indicate the range of agencies that could be approached. So United Nations bodies like Food and Agriculture, and Education Science and Culture are included. The International Development Research Council, Canadian Distance Learning Development Centre and Japanese International Cooperative Agency and Australian International Development Council Assistance are examples of national bodies who may be interested in offering assistance. The University of New England, Australia has been offering distance education courses for over thirty-five years and Sukothai Thammathirat Open University, Thailand which is an acknowledged regional leader in distance education, could be prepared to offer inter-institutional assistance.

3. **Establish an institutional plan with a detailed needs analysis in 1989 for the establishment of a self funding (within five years) VIPOU.**

   It is necessary to continue the development momentum established in 1988. Whilst the Department of Distance Education of SR Vietnam has a clear vision of the general action needed to create a viable VIPOU. There is a need for an institutional place with an associated needs analysis. Such an analysis, (perhaps effected by an international agency such as UNESCO or even FOAUN as much of VIPOU work is in food and agriculture) would be an essential precursor to any further international support. The analysis could build on this report and thus would not need more than two consultants. It is suggested that such an analysis should cover the following areas:
   - curriculum and course patterns with respect to quality, awards and the recognition and value of same to recipients, the institution and the country;
   - an organisational structure for governance, management and operations;
   - teachers and students with emphasis on their respective modes of teaching and learning;
   - physical learning resources and facilities such as libraries, laboratories and technical or communication equipment;
   - access to tutors, guides and counsellors as well as other student services designed to help with the inadequacies of the home and work environment, eg. the availability of nighttime illumination; and
   - an estimate of costs outline of the above, as a budget over time.

4. **Notwithstanding the merits of recommendation 3, seek support for a two to three week workshop late in 1989 on distance education techniques for VIPOU staff and staff in universities and colleges associated with distance education to produce an Orientation Kit for Distance Educators in Vietnam and create a group of distance educators familiar with the distance education techniques used internationally.**

   Whilst not wanting to diminish the needs analysis it is important to lay the essential groundwork for the development of VIPOU and to keep the development momentum going. Such a workshop would not only train distance education professionals but would also help consolidate distance education amongst staff associated with distance education but who may not be fully conversant with all of its techniques. One specific outcome of such a workshop would be to produce a multi-media Orientation Kit for subsequent use with distance education staff. UNESCO-PROAP has funded similar workshops in the past.

5. **Seek assistance for the purchase and installation by 1990 of an audio-visual production studio in Hanoi.**

   This recommendation is central to the successful development of VIPOU and is also the one requiring the most assistance. A national development agency such as IDRC, JICA or

CDLCD may be interested in such long-term assistance. Without such a development it is difficult to see how VIPOU can develop into anything very different from the present distance education structure. A tentative list of possible equipment is appended in 6.4.

6. **In 1990/1991 train audio-visual technicians maybe in cooperation with the ILO CREDEPRO project, and seek funding for the training in Vietnam and overseas of audio-visual production staff.**

   If recommendation 5 is to make an impact then skilled technical and production staff are essential. There is no ready pool of such staff in Vietnam. The ILO sponsored CREDEPRO objectives are to design and produce prototypes of training equipment as well as training media which will support and upgrade the standard of instruction in the field of vocational training and train technical and instructional personnel according to an established training programme in the applicability, use and maintenance of the new training media. Co-operation will be essential if their programme includes the training of audio-visual technicians, particularly if their prototype equipment includes audio-visual equipment. In this case ILO may offer some support. If the programs do not coincide then VIPOU must seek assistance for the training of such personnel in Vietnam. In either case it will be necessary to seek funding for the training of Vietnamese audio-visual production staff in overseas distance education institutions. AIDAB as well as others may be interested in funding such a project.

7. **Seek international support for the resourcing of provincial and industrial distance education centres, including foreign language centres, both in terms of written support material and equipment.**

   The distance education centre network in SR Vietnam is extensive and well managed. The centres are, however, very short of any equipment for teaching purposes, including written material. There is a need to systematically supply each centre with a range of equipment from scientific samples to books. The size of the network and the severe shortage of equipment and books necessitates overseas assistance. Within the network there is a discrete, well organised sub-network of English language centres which could be resourced separately by an organisation such as the British Council.

8. **Establish professional contacts with overseas distance education institutions to establish ongoing inter-institutional cooperation.**

   Although the Department of Distance Education has been in operation since 1975 it has not been part of the international community of distance education. Such contact would enhance ongoing co-operation and ensure that VIPOU continued to be influenced by developments elsewhere. In the first instance a Southeast Asian distance education institution like STOU and one in a developed country in the region like UNE would be a good start. It could be useful to join The Asian Association of Open Universities (AAOU) and contribute to the Regional Resource Centre in Distance Education.

9. **Request AIDAB to allocate two or three places for distance educators out of the 40 scholarships they allocate each year to Vietnamese English Language teachers.**

   The 40 scholarships to study in Australia awarded each year through AIDAB to Vietnamese english language teachers/interpreters are a valuable form of upgrading the competence of english language people in SR Vietnam. It is a high priority project for Australia. Although the nominations are made at the Vietnamese end the needs of distance education can be overlooked. Allocation of two or three places in this programme for distance education would enable this project to cover distance educators. It may also be possible to interest other English language countries and Canada with its bilingual French/English may be responsive.

6 APPENDICES

6.1 Interviews by Consultant in SR Vietnam

1. Executive of Department of Distance Education and Institute for Management Cadres in Hanoi.

2. Rector, Deputy Rectors and Deans of Faculties of Da River Civil Engineering College and Distance Education Centre.

3. Rector and Deputy Rector of Hanoi Industrial Design Colleges.

4. Director of Anh Hong Pottery and Ceramics Cooperative.

5. Director of Dong Thanh Pottery and Ceramics Cooperative.

6. Director, Deputy Director, English Language Tutor of Quang Ninh Distance Education Centre. Vice President Quang Ninh People's Committee.

7. Rector, Deputy Rectors and English Language Tutors Haiphong Port Foreign Language Centre.

8. Director and English Language Staff of Distance Education, Hanoi Foreign Language Centre.

9. Executive Department of Distance Education and Institute of Management Cadres in Ho Chi Minh City.

10. Vice Rector of Academic Affairs and Staff of Cuulong Distance Education Centre including Vice President of Cuulong Provincial Peoples Committee.

11. Director and Deputy Director of Transprovincial Centre for In-Service Training in Tien Gang/Lon An/Ben Tre provinces.

12. Rectors, Vice Rectors of Universitites, Polytechnics and Colleges involved in distance education, Directors of Distance Education Centres, Deans of Faculties teaching by distance education in the north and the south of SR Vietnam.

6.2 Details of the Distance Education Centres visited by the Consultant.

In general there are two types of distance education centres in SR Vietnam. One is supported by the province and the other is supported by industry itself. The description of the following centres illustrates the close links between the centres and the needs of the local community, whether it is a single industrial centre, a rural based transprovincial centre, an economically developing border province centre, an established middle Mekong Delta agricultural centre, an urban language centre or a rural co-operative.

The slight differences in their *modus operandi* should not be taken as too significant as details may have been lost in the translation based on oral presentations given to the consultant during his single visit.

What is more significant is the overall similarity each centre has of linking in-service training with the particular productive needs of the area.

i *Da River Hydro Electric Civil Engineering College and Distance Education Centre.* The project, 80 km northwest of Hanoi, is a twelve year joint one with the USSR to produce eight turbines producing enough electricity for all of northern Vietnam. The institution offers a mix of regular civil engineering courses based on the Hanoi Civil Engineering College syllabus and in-service courses supported by the Department of Distance Education.

As a result of this mix there are five different levels of courses. The first is to produce skilled government workers. The second is to give in-service training to the skilled non-government workers. The third level is to give professional guidance for all workers. The fourth level is in foreign language training so that those that need to can read English and Russian work-related print material in these languages as well as communicate with advisors. The fifth level is to provide further in-service courses for third year engineering students working on the project. Since 1983 they have had 212 students studying Hydraulics, Building Machinery, Economics Management, Tunnel Construction, Civil Engineering and Industrial Engineering. Of this 212 only sixty-eight completed their studies. This is largely because the syllabus and schedule set by Hanoi Civil Engineering Institution does not take account of the realities of the situation in Da River; the entry examinations are too hard; the standard of teaching is influenced by economic shortages and thus often the teachers are inexperienced, print material is in short supply and equipment is limited, resulting in chalk and talk face-to-face sessions. The study timetable set in Hanoi is very heavy for students who also work and the final examination is very rigid. Nevertheless there has been some project work and limited choice in material studied. The staff of the College and Centre total 165, comprised of twenty-three in the Management Office, four in the Executive Office, five Student Management, five in Teaching Mangement, four in Accountancy Department, five in the Plant Office, eighty-three Teaching Staff and fifty-nine in the Services Department.

The energy and dedication of this staff were able to overcome many of the difficulties listed above. Indeed the demonstration chalk and talk lesson was first rate teaching by a graduate with a Master of Hydro Power degree.

ii *The College of Industrial Design in Hanoi links with Anh Hong and Dong Thanh Ceramic Co-operatives*. The visit to these institutions should be considered together because teachers from the College teach workers in the cooperatives *in situ* and some of the workers subsequently become students in the college in Hanoi.

Perhaps the most impressive aspect of the visit to the college was the quality of the items provided by students which were on display. Despite poor equipment and a shortage of overseas material about graphic design, the material displayed was of the highest international standard.

The college offers three levels of programmes. The first level is three months full-time study in the colleges followed up by correspondence when the student returns to the work place. The second is part-time and correspondence courses offered in close co-operation with industry such as the Anh Thong and Dong Thanh ceramics co-operatives. The thirdly is short part-time specific purpose courses in the work place.

The Anh Thong Co-operative in co-operation with the college has established a market for successful integration of theory and practice. Twenty workers who have recently left school at the secondary level are chosen to do the first part of the graphics course. This course is held in the co-operative and is essentially a short face-to-face course. Fifteen of these are chosen to do part-time and correspondence course at secondary level. The course is held in the co-operative with the lecturers travelling from Hanoi periodically and leaving practical assignments to be completed in their absence. Five workers are chosen from these groups to go to do the longer courses at the college in Hanoi. A very valuable result of this form of education has been the increase in the quality of the items produced by the co-operative and a subsequent increase in overseas export contracts. This has occurred because the

assignments the students do during the year, and the final examination, are practical work which increases the production range.

The Dong Thanh co-operative has grown from a two man operation to one with 700 workers which produces three million items each year including two million for export bringing in US$100,000 from seven overseas countries. Co-operation with the college through distance education has greatly contributed to this growth.

An example of this cooperation was in 1987 when thirty workers were chosen to do a six month course consisting of three months study with lecturers at the co-operative followed by three months of correspondence exercises. From this group seventeen were subsequently chosen to do tertiary level study at the co-operative with periodic visits by the lecturers. Seven of these were then sent to the college in Hanoi. Other workers were chosen to attend short course specific purpose courses in economic management from which the more successful went on to the Economic Institution in Hanoi. The colleges also helped to organise in-service management training for cadre from the co-operative and provincial administration. The success of such distance education co-operation is assisted not only by the financial sources of the co-operative detailed above but by the high technical and aesthetic quality of the 200 lines produced by the co-operative, many of which have won gold medals at ceramic exhibitions overseas.

iii *Quang Ninh Provincial In-Service Training Centre.* This provincial based distance education centre is an essential part of the economic development of Quang Ninh province and thus it is useful to give some of the economic background to the province.

Quang Ninh is one of the six border provinces in the north of Vietnam. It is bounded by 300 kilometres of the Pacific Ocean in the east, bordered by Quang Dong - Quang Tay provinces of China in the north, by Ha Bac - Lang Son provinces in the west and by Hai Phong City and Hai Hung province in the south.

Quang Ninh is an agricultural industry province with abundant natural resources. It provides coal for the entire country. Its mechanical, electrical and manufacturing industries are rapidly developing and the production of building materials is also increasing.

Halong Bay is an expanding centre for ship-builders, port operations and tourism companies, while the rest of Quang Ninh's coastline is a valuable source of fish and other products harvested from the sea.

Three quarters of the Quang Ninh region is green forest. Every year about ten thousand cubic metres of wood are used to provide goods. Mountains of limestone estimated at ten hundred thousand cubic metres and terracotta mountains provide pottery and building materials in abundance.

Founded in October 1978, the Quang Ninh In-Service Training in Economics and Technique College was renamed the Quang Ning In-Service Training Education Centre in 1987. The center opened twelve training branches with thirty-eight classes and 1,657 students. In-service educational training consists of three-year special session and five-year longterm training courses. Face-to-face teaching takes place twice a year for one and a half months each term. Prior to graduation the face-to-face session lasts for four months. The students are given exercises to complete while at home, which they must pass in addition to their examinations in order to continue studying.

The results in training:

Civil Engineering	Seven classes	180	engineers
Economical Engineering	Five classes	489	engineers
Language Cadres	Five classes	135	students

The results in education:

Non-degree Economics	Two classes	142	students
Foreign Trade		68	students
Postgraduate (upgrading education)		95	students
	Total	990	students

The results in Industry and Agricultural Economics:
Courses here include

Industry Economics (special session);
Industry Economics (longterm training course);
Labour Economics (longterm training course);
Bookkeeping;
Foreign Trades;
Civil Engineering;
Building Material Engineering; and
Russian and English foreign languages.

Thirteen classes	667	students

Since its establishment the college has combined closely with five central universities to train technical, scientific and economic cadres for the province. In all it has produced 697 engineers and architects.

In planning for the standard of educational training some difficulties are encountered. The educational plan depends upon having the plan of educational training for every branch, unit or factory clear; combining the educational training of Hanoi university despite expense, material, classroom and school basis problems; balancing the requirements of short term urgent training courses and long term training courses; and the contribution of expenses to the centres from companies and factories. Not all of these premises are readily available.

It is necessary for technical students such as architects and engineers to go from Quang Ninh to Hanoi for practical work as there are no physical or chemical laboratories nor machinery in Quang Ninh. Hanoi is a long and exhausting journey from Quang Ninh. There is also a shortage of books and materials and no typewriting or printing machines.

iv *Haiphong Port Foreign Language Centre*. The centre is supported by the City People's Committee. They have established three major tasks for the centre. The first is to give foreign language training to engineers and cadres who give Haiphong Port its economic viability. Most institutions in the city send members of their staff to the centre. There is a need to balance the needs of the city and that of the students. The second task is to provide training so that science and technology texts will contribute to Haiphong's, and ultimately the SR Vietnam's, economic growth in such areas as shipbuilding, shipping economics, medicine and tourism. There is also a specific need to compose a text on Haiphong seaport. The last task is to establish good relations with any centre which would help fulfil the other two tasks.

There is no doubt that the centre has been a great success despite many difficulties. In 1988 there were eighty classes in four levels with some 4,000 learners in afternoon and evening sessions after work. The levels are A which is the introductory level, B which enables the student to read and speak the

languages and level C which allows them to speak and communicate with foreigners about every day activities, whilst post level C is for teachers and those who may need to mix with visiting experts in their field.

The success in English at least is attested to by discussions the consultant had with ease with students of both A and B levels. At the same time difficulties were apparent. The English courses were not appropriate as many were dated and were not Southeast Asian based. None of the English teachers had been to English speaking countries and many had not spoken to an English speaker before. Ironically the better English language texts were printed and supplied by the USSR. Indeed, Russian language texts were of a higher quality and resulted in more students learning Russian than was desired. [This sentiment was repeated throughout the consultant's visit.] The physical resources were extremely limited with students shoulder-to-shoulder on basic wooden benches listening to one of only two cassette players giving worn out material.

The persistance however, of the students in the face of such hardships is a credit to distance education methods and the link it offers between economic production and student demand.

v *Cuulong Provincial Distance Education Centre*. The centre serves three provinces in the middle Mekong Delta. It was initially set up as an institutiton for upgrading Teachers College teachers and then it expanded into other subjects. (See appendix 6.3).

It offers Agriculture, Veterinary Medicine, Fisheries, Economics, Agricultural Trade and Industry over five years. Field work is done after three years. Short courses are offered in Accountancy, Teaching and Food Processing to workers in these areas. The centre has approximately 2,000 students and 1,500 have graduated.

The centre has approximately 100 teachers in total with five maths teachers, nine in Physics, four in Chemistry, thirteen in Vietnamese Literature, thirty-eight in professional studies such as Agricultural Engineering and seven in foreign language teaching mainly English. The centre also calls on help from teachers in universities in Ho Chi Minh City and Can Tho. The mode of teaching is largely face-to-face in three to six month periods with correspondence and practical exercises in between these sessions. The Department of Distance Education assists with resources.

The centre has Physics, Chemistry and Biology laboratories and a Professional Laboratory with a computer loaned by a university. It also has a language laboratory with a supply of worn but audible English language tapes. Many of the English texts in the library where supplied and printed in the USSR. It also has a farm and a fishery established by the local authorities.

When the students come into the centre for residential sessions they are often taught in two sessions and share sleeping facilities, because the demand is so high. The relationship with the local community seems excellent with many graduates going into promotion positions in local industry. It also uses local people with particular expertise in a teaching situation such as rambutan farming and shrimp farming. The area however, is mainly rural and is reflected by the limited provinical financial support.

Two fields of education need special mention in this centre. The training for practical rural engineers for high school students over a four year period. They have the same programme as at university but include a year's field work where they can apply their knowledge. They also have students doing scientific research such as seed planting. Such students are welcomed by other universities and often become leaders in agriculture.

In all, this centre is well organised and with the high energy level of the staff and the provinical leaders, understandably it is seen as a model for rural distance education centres.

vi *Transprovincial Distance Education Centre for Tren Grang, Long An and Ben Tre Provinces*. Since its inception in 1987 this centre has had an enrolment in excess of 850. In 1986/87 313 students graduated. In 1988 there were 560 students enrolled in the centre.

The centre trains students in agronomy, animal husbandry, veterinary medicine, agricultural economics, finance, accounting and economic planning. The actual schedule depends upon needs.

Universities and colleges in Ho Chi Minh City and Can Tho all supply teaching assistance.

The students are trained in one of two ways. The first, and major, way is to bring students who pass an entrance exam in for six months residential teaching by teachers visiting for two or three days at a time. The students then go back to the villages for six months. This continues for a five year period. These students tend to have important positions in their home provinces. The twenty or so full-time staff of the centre mainly in Science, English and Agriculture, help to monitor student progress in the villages. It is difficult to build up the staff because of the variation in classes and the need to teach rigid university approved courses.

The students receive a monthly allowance from the local authorities whilst they are studying. The strength of such an education is that it is directed into the village and is cost effective. The centre is negotiating with Ho Chi Minh Polytechnic to offer courses in food processing including industrial engineering as well as rural economics. There are difficulties regarding entry examination levels and the need for some students to attend laboratory lessons in Ho Chi Minh City and Can Tho.

The second form of education is specific purposes courses in farming such crops as rice, pineapple and cane. The centre has a small farm to assist in this regard. A difficulty is that the three provinces have very different needs and it is difficult to cater for them all. Nevertheless the centre has close links with the rural produce of the area and the education offered under the department of distance education auspices is improving rural productivity and processing.

6.3 Subject areas and student numbers of Cuulong Distance Education Centre

		1979	1980	1981	1982	1983	1984	1985	Total	1986
I	**Upgrading courses:**		**100**			**100**	**200**		**400**	
1	Economic range		60			100	200		360	
2	Agricultural techniques		40						40	
II	**Distance Education courses:**	**38**	**54**	**52**		**61**	**201**	**243**	**649**	**90**
1	Literature study (for teachers)	17	40	36		40	31	66	230	50
2	Mathematics study (for teachers)	21	14	16		21	04	17	93	40
3	Finance and Accounting						139	160	299	
4	General literature						27		27	
III	**'Extended' DE courses**		**108**		**193**	**109**	**192**	**313**	**915**	**480**
1	Agricultural mechanics		30		31			30	91	30
2	Agricultural economics				59	46	37	45	187	40
3	Agricultural hydraulics							34	34	40
4	Processing industry						20		20	
5	Physics (for teachers)									30
6	Chemistry (for teachers)									30
7	Husbandry		44		40	23		41	148	40
8	Cultivation		34		31	14	15		94	40
9	Fishery					26	27	37	90	40
10	Literature, history (for teachers)				32				32	40
11	Politics							23	23	40
12	English									30
13	Russian						44	61	105	30
14	Synthetical chemistry						49	42	91	50
IV	**Secondary level courses**			**50**	**52**			**102**	**204**	
1	Statistics				52				52	
2	Planning			50					50	
3	Fishery							102	102	
V	***Special exam prep courses***	***90***	***290***	***490***	***380***	***368***	***691***	***1230***		
	TOTAL	**38**	**262**	**102**	**245**	**270**	**593**	**650**	**2168**	

6.4 List of Audio-Visual Equipment that DES feel may be needed for VIPOU

Order No.	Description	Model or Equivalent Model		Number
	Audio Visual Equipment			
01	-Colour Video Camera	National	WVP-F10N	1
	-Tripod w/ Dolly and Handles for Camera	"	WV -T20E	1
02	-VHS Editing VTRecorder (PAL	"	NL -8500	1
03	-High Performance Video Cassette Editing Recorder (PAL/SECAM	"	NV -9600	1
04	-Remote Search Controller	"	NV -A505	1
05	-Microphones	"	WM -523N	1
06	-Studio Video Monitor 14" Screen	"	WV -541OE	2
07	-4 System 20" Colour Monitor	"	TC -2000EUM	1
08	-Lighting Equipment			
	a Upper Horizon Light	"	UHQ-10	2
	b Uni-focus 650	"	UF -6A	2
09	AC Adaptor	"	WV -PS30A	1
10	Battery Pack	"	WV -PS36	2
11	Video Tapes (VHS	"	NV -E60	10
			NV -E90	10
	Audio Equipment			
12	Open Reel Tape Deck	National	RS -1506US	1
13	Cassette Tape Deck		RS -M253X	1
14	Portable Cassette Recorder		RQ -2739	1
15	Audio Cassette Tapes		RT -90EN	20
			RT -60EN	20
16	Microphones		WM -381BN	2
	Photo Copiers			
17	Paper Copier	Canon	NP -2015	1
	or	Ricoh	FT -4065	